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ABSTRACT

A driver education task analysis was completed and instructional material was developed under a different contract but in conjunction with this and a companion project. Different editions of a teacher's guide were written for secondary schools and driving schools. The former was disseminated through workshops for college and university teacher-educators. The Driving School edition was utilized in conjunction with pilot projects in two selected community colleges: Essex in New Jersey and Ohlone in California. A model two-year Associate Degree was planned and courses specific to the teaching performance of the driving school instructor were developed and lesson material written. Individual courses with driver-trainer content attracted inservice driving school employees. There was little response to the two-year program from full-time preemployment students. A shorter "certificate" program was recommended for the occupation of commercial driving school instructor. Recommended for a future "degree" program was the incorporation of a variety of driver and vehicle-related courses. These would permit recruitment from a broader range of occupations. Appended are lists of instructors, and courses offered, course outlines, and associate degree requirements. A three-page bibliography completes the document. (Author/BP)

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COMMERCIAL DRIVING SCHOOL INSTRUCTOR: PROJECT AT OHLONE COLLEGE

Contract No. DOT-HS-207-2-337
October 1975
Final Report

PREPARED FOR:
U.S. DEPARTMENT OF TRANSPORTATION
NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION
WASHINGTON, D.C. 20590

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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16. Abstract

A driver education task analysis was completed and instructional material was developed under a different contract but in conjunction with this and a companion project. Different editions of a teacher's guide were written for (1) secondary schools and (2) driving schools. The former was disseminated through the companion project, i.e., workshops for college and university teacher-educators.

The Driving School edition was utilized in conjunction with pilot projects in two selected community colleges: Essex in New Jersey and Ohlone in California. A model 2-year Associate Degree was planned and courses specific to the teaching performance of the driving school instructor were developed and lesson material written.

Content of the Driving School edition were analyzed and evaluated for applicability to the Ohlone curriculum, per se.

Individual courses with driver-trainer content attracted in-service driving school employees. There was little response to the 2-year program from full-time preemployment students.

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A shorter "certificate" program was recommended for the occupation of commercial driving school instructor. Recommended for a future "degree" program was the incorporation of a variety of driver and vehicle-related courses. These would permit recruitment from a broader range of occupations.

15. Supplementary Notes (continued)

References

1. Driver Education Task Analysis
   Vol. 1 - PB 197325 Vol. 3 - PB 202247
   Vol. 2 - PM 197688 Vol. 4 - PB 202248
   (National Technical Information Service)

2. Guide for Teacher Preparation in Driver Education
   a. Secondary School Edition
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IMPROVING COMMERCIAL DRIVING SCHOOL INSTRUCTORS: PILOT PROJECT AT OHLONE COLLEGE

I. INTRODUCTION

Faced with an ever-increasing automobile accident rate in the United States, and anxious to find some way to overcome it, the National Highway Traffic Safety Administration (NHTSA) has supported programs to improve the nation's highway safety record. These have included the design of highways, regulatory signals and devices, and other means of traffic control. Safety codes have been developed to control the design and production of vehicles by the manufacturer. Still, the human element has been found to be the cause of 80-85 percent of all traffic accidents.

The need for effective training and education in the safe operation of motor vehicles is evident. One of the alternatives for preparing persons to operate motor vehicles more safely is the private driving school. A sustaining flow of qualified instructors employed by private commercial driving schools is virturally non-existant. The schools often train their own instructors, leading to non-standard preparation. As a profession, operators of commercial schools have been interested in improved training opportunities for their instructors

Community colleges have been recognized as having a contribution to make in assisting the industry to improve the quality of the instructors. Manpower development through educational programs at the paraprofessional and technical levels is seen as a responsibility of the community college.

The American Association of Community and Junior Colleges (AACJC) has been involved in promoting highway safety in the past by supporting the development and implementation of programs to train personnel for occupations related to highway safety. The training of driving school instructors is seen as one of the important elements in this effort.

Under contract with NHTSA, AACJC agreed to identify two community colleges with the capability of delivering two-year associate degree programs for commercial driving school instructors for the purpose of developing and testing an appropriate curriculum. Essex County College, Newark, New Jersey, and Ohlone College, Fremont, California were selected to be the sites of the work. A report of the pilot project conducted at Essex County College was submitted to the National Highway Traffic Safety Administration in October, 1974.

This report reviews the work conducted by AACJC (the Contractor) and relates the findings of Ohlone College (the Subcontractor) as a result of the program as it developed over the two-year period. Emphasis is placed on findings relevant to curriculum development. This report concludes work under Contract No. DOT-HS-207-2-337.

II. STATEMENT OF THE PROBLEM

Under contract from the National Highway Traffic Safety Administration (NHTSA) of the United States Department of Transportation (DOT) (Contract No. DOT-HS-207-2-337), the American Association of Community and Junior Colleges (AACJC) was directed to identify two community colleges with the capability of delivering two-year associate degree programs to develop commercial driving school instructors, and to enter into an agreement with the colleges to perform specified tasks associated with the program. Agreements were executed by AACJC with Essex County College in September 1972 and Ohlone College later in 1972.

The specific tasks required by the agreement included:

1. developing and utilizing an advisory committee consisting of persons knowledgeable in the field of commercial driving school instruction and operation;

2. establishing working relationships with state and local highway safety and vehicle administrators and the commercial driving school industry to gain support for the program;

3. developing a two-year associate degree program as previously specified, utilizing materials available from NHTSA and other sources;

4. establishing procedures for self evaluation of the educational efforts;

5. offering the curriculum as a full-time program of study beginning with the academic year starting in September 1972, at Essex County College and September 1973, at Ohlone College and in each term thereafter until the two-year program is completed;

6. developing job placement arrangements for students upon completion of the program.

The goals of the program were set:

1. to provide professional career training for qualified student candidates; and

2. to upgrade the training of existing instructors already teaching for commercial driving schools.

An underlying assumption has been that professionalization of the driver training instructor is needed to improve the skills of the driver, and that associate degree programs in community and junior colleges would be appropriate vehicles to produce such an upgrading of the field.

III. REVIEW OF LITERATURE

A review of literature was conducted to identify trends in professionalization of the driver training instructor. Included in the literature are textual materials for use in teaching instructors of driver training; an article suggesting methods of upgrading the field; pamphlets dealing with training of highway safety manpower; a model legislative proposal; a study evaluating different methods of driver training for high school students; and other materials. The literature review is fully documented in the Phase I report of this project which is entitled "Improving Highway Safety Manpower Commercial Driving School Instructor Project at Essex County College", dated October 1974 and available from the NHTSA.

A selected bibliography has been included to provide access to reference material for development of further programs in the driver education effort of highway safety. The bibliography is the last section of this report.

IV. METHODOLOGY

To meet the requirements of the contract, AACJC selected sites following the criteria listed below. Essex County College and Ohlone College demonstrated their willingness to participate, displayed a commitment by their administrative staffs to carry out the project, indicated ability to absorb most of the costs of development and operation, and met other criteria developed by AACJC in consultation with representatives of NHTSA.

Criteria for Selecting Participating Community Colleges:

1. The college has the authority to grant associate degrees.
2. The college has the potential to develop and deliver technical training courses, especially those related to driver training instruction.
3. The college had a prior interest in transportation and/or highway safety occupations.
4. The college has the potential of obtaining the cooperation of the commercial driving school industry.
5. The commercial driving school industry in the area served by the college is large encugh to absorb any graduates that are produced in the program.
6. The college must be able to demonstrate support from the agencies with responsibility for regulating the driving school industry in the state in which the college is located.
7. Instructors who would be qualified to teach the technical courses in the curriculum must be available to the college.
8. The college must have the ability to start up training under the project by September 1973.
9. The college must express a willingness to serve as a test site.
10. The college must have the ability to undertake the project with funds primarily generated by the institution.

The curriculum was based on guideline materials developed by the Human Resources Research Organization (HumRRO) in part under contract with NHTSA (Contract No. GH 11-7602). The process of curriculum development began in late summer 1972 prior to the receipt of the completed HumRRO guidelines. An extensive meeting involving representatives from Essex County College, AACJC, and HumRRO was held in the fall of 1972 to incorporate HumRRO findings into the curriculum. Final development work was completed in Spring 1973, and the program was submitted to AACJC.

An advisory committee was utilized extensively by Ohlone College both in the formative stages of the project and during the instructional phase. The California Department of Motor Vehicles established a statewide advisory committee of driver training school owners within California in late 1972. The purpose of the committee was to advise the Department of Motor Vehicles on the new regulations that were effective July 1, 1973. These regulations require persons who wish to become licensed as instructors in California to take a sixty-hour course of instruction prior to licensing. Rather than establish a new advisory committee, Ohlone decided to use the same state-wide advisory committee with a few additions from the local community. The names of the advisory committee members are listed in Appendix I.

Periodic on-site evaluations were made by AACJC staff and consultants with prior experience in the field of professional driver training instruction and/or community college education. The monitors reviewed the instructional aspects of the programs, focusing in particular on the adequacy of course content, faculty, instructional materials, teaching aids, equipment and facilities. The monitors reviewed outlines and syllabi of the courses as well as examinations and project assignments to aid in making an assessment of the progress being made. In addition, meetings were held with instructors, students, and members of the advisory committee. The college coordinators were briefed by each monitor disclosing the findings of their visits. A written report was submitted by the monitors to the contractor upon completion of a monitoring visit.

The subcontractors submitted bi-monthly reports to the contractor of the program. Periodic meetings were held between representatives of the contractor and subcontractors to review the status of the project.

The project was put under the Director of Occupational Programs at Ohlone College. Mr. Halula was hired as a part-time consultant and part-time instructor for school year 73-74 to begin to organize and teach the courses. He was then approved as full-time teacher for school year 74-75 to continue to teach and develop the curriculum and to establish other areas of Traffic Safety Manpower Training. Although support from the Board of Trustees of the Fremont-Newark Community College District was somewhat hesitant during the first two quarters of the project, the support and endorsement by the school administrators was excellent. Dr. Robert Niederholzer, director of occupations,

Dr. William Richter, dean of instruction, and Dr. Stephen Epler, president of the college, all gave strong endorsement and support to the project and the further development of Traffic Safety Manpower Training programs.

Beginning with the first advisory committee at the San Jose airport to gain the support of driving school leaders for initiation of this project, individual and public promotion of the program was continued throughout the two year project period. Letters and notices of class schedules were sent to all the driving schools in Northern California prior to the start of the courses, and advertisements were placed in area newspapers to inform the general public of this new program. Driving schools in the area also ran ads for instructors who were sent into the courses at Ohlone College and then hired by the driving school as instructors. Examples of the promotional letters and advertisements are attached at the end of this section.

V. FINDINGS

The majority of students in the first quarter were licensed instructors and school owners attending the courses to evaluate the program. A major impetus for the two-year project was the sixty-hour instructor training requirement, prior to licensing, initiated by the California Department of Motor Vehicles. This bill and regulation were passed the previous year and were effective July 1, 1973, approximately two months prior to the beginning of the project at Ohlone College. Although private driver training schools could conduct this sixty-hour course for prospective instructors, the majority of small and middle sized schools (2-8 instructors) did not conduct the course. They referred potential instructors either to Key Driver Training School for their three week instructor training course or to Ohlone College. Some of the larger schools, schools employing nine or more instructors, continued their "in-house" instructor training programs.

Initially the major obstacle to more schools utilizing Ohlone's instructor training program was the view that even the accelerated six weeks course meeting ten hours a week was too long for prospective instructors prior to employment. Because of this, the larger schools continued with their shorter two or three weeks' training courses. During the first three quarters, the college attempted to offer a shorter three weeks' course rather than a six weeks' course, but found that the majority of the students were working in some other field and needed to take courses during the evenings and weekends. Students retained their current employment while studying to qualify for a license to instruct driving in California. One local driving school was conducting instructor training courses open to all comers in the area during a three weeks' duration for $150.00 But it was not economically feasible to continue these short training courses because too often only three to five students would attend the accelerated three weeks' sessions.

Gradually the schools began to realize that six weeks was not a long period of time for employment preparation. After the first three or four basic courses were conducted, local schools found that the college was a ready source of qualified instructors and they began hiring directly from the program. The majority of driving schools were in the habit of waiting until they needed instructors; then they would run employment ads, screen and train these persons and have them on the job within two weeks. Most schools have found that this new requirement is not a hardship on the school owner if they plan a month or two ahead on their instructor needs. Since Ohlone College is offering four basic courses per year to meet the state requirement, there is a ready availability of qualified instructors. Schools have found that there are more qualified instructors available for employment now than there had been previous to the state requirement and the program at Ohlone.

During the last advisory committee meeting for the Ohlone College project, the committee discussed lengthening the six weeks' course to a full quarter course so that more thorough instructor preparation could be given. Schools represented at the advisory committee meeting did not feel that extending this course would create any hardship and were strongly in support of the concept of more thorough training. It appears as though a turn-around in thinking is developing now that the course and program are in operation. Prior to establishment of this program, schools felt that the training had to be conducted in a two or three weeks' period, now the majority of schools using the program at Ohlone College feel that an eight or ten week period with more thorough preparation prior to licensing is desirable.

California state laws regulating driver training schools suggest this program for private driver training school instructors. Unlike New Jersey, persons taking the course to become instructors are not able to open up a competing school until they have taught for at least 1,000 hours at an established driver training school. None of the driving schools in the Bay Area are threatened by this program, and the majority of them strongly support pre-licensing requirements for instructors.

Another factor that appears to the writer to be favorable to the program at Ohlone College is that it is being directed by a former school owner in the Bay Area who formerly represented the interests of the driver training schools on a state and national level. Since the director of the project is familiar with the problems of driver training schools and is trusted by the majority of the driver training schools, the project has the endorsement and support of 90% of the schools in Northern California.

To maintain support for the program, instructors and school owners well-known to private driver training schools in Northern California were selected to teach the courses. Since it was a new program and student enrollment was unpredictable, all instructors were employed on a part-time basis as needed. A brief background statement on each instructor who participated in the project is attached. (Appendix II)

Since it was not necessary to have extensive equipment for classroom instruction, various classrooms were utilized for conducting the courses, both at the college and in the community at convenient locations. Neither space nor time permitted the establishment of a traffic safety laboratory at the start of the project, but a traffic safety laboratory has been established at the college. Instructional aides and films were borrowed from various schools in the area. During the second year of the project, instructional aides and films were purchased and the college developed a traffic safety library.

Dual-controlled instruction vehicles were obtained from local driving schools on a daily rental basis for the laboratory phase of the courses. Since most in-vehicle instruction was scheduled on

Saturdays in three vehicles, it was more economical to rent vehicles on a daily rate from driver training schools than obtain a dealer loan vehicle or purchase a vehicle. This arrangement was satisfactory for the college district and the college continues to conduct its laboratory phases of instruction in this manner. Initiation of a Driver Training Instructor program does not require extensive expenditures for equipment, vehicles, or space. Existing facilities, audio-visual aides, and standard driver education equipment can be used to provide effective and economical instruction.

All classes were scheduled in the evenings and on weekends to meet the needs of persons employed. A two-year recap of courses offered and students enrolled is contained in Appendix III.

A. Curriculum Development

A series of courses were developed according to current requirements for instructors in California. Areas that needed to be addressed in the preparation of instructors were outlined. Eight courses were initiated in the various areas of private driver training school instruction and management that were felt to be the most needed areas for thorough preparation of personnel for private driver training schools. In addition to these eight courses, special projects were established for study by students of driver training school instruction, instructor supervision and training, and driving school management. These special projects enabled students to study in the field according to their level of knowledge and experience in driver training. Cooperative education projects were also offered so that students could continue to study on-the-job in cooperation with their employers. The eight courses became the core of the Driver Training Instructor curriculum and are required for the Associate in Arts degree. Appendix IV contains the outlines of the eight courses. Appendix V is the Driver Training Instructor curriculum for the Associate of Arts degree. A curriculum guide-worksheet, which is used in counseling candidates and prospective candidates for the AA degree, is Appendix VI.

The project director, Mr. Paul Halula, was consultant on the project that prepared the "Guide for Teacher Preparation in Driver Education: Driving School Edition." He was able to organize the courses and materials in general uniformity with the Guide.

It should also be noted that the "Guide for Teacher Preparation in Driver Education: Driving School Edition" is a composite of all of the driver education and training knowledge that had already been developed for the teaching of students and instructors in the field. Persons experienced in curriculum development in the field are able to fulfill recommendations of the Guide with very few changes in their current programs.

B. Analysis of the "Guide for Teacher Preparation in Driver Education -- Driving School Edition"

This Guide is the most extensive and comprehensive curriculum aid currently available in North America. The manual is invaluable as a guide and resource manual and is excellent in organization and detail. The Guide is not a teacher's manual and should not be considered or utilized as such. When utilized in the perspective as an aid in the development of a driver training instructor program, the contents can be very valuable in curriculum development, lesson plans, course outlines, teacher manuals, and as a resource book of available instructional materials. In Section C, Curriculum Development--Objectives of Driver Instruction, the Guide states, "The Driver Education Task Analysis was intended primarily as a source of technical data to guide qualified curriculum development specialists in preparing appropriate driver education programs. It was not intended for direct application by driving instructors. Another task analysis has been performed by Malfetti (1970). While not as detailed as the Driver Education Task Analysis, the Malfetti analysis is prepared in a way that makes it more directly usable to driving instructors." We feel there is a need to reiterate this statement because there appears to be misinterpretation as to the purpose and usefulness of the Guide.

Although the Guide is quite helpful, there is still a need for course outlines, lesson plans and teacher manuals to be developed prior to initiating this program in community colleges and other educational institutions operating driver training schools. A large portion of the Guide tends to be predicated on the ideal model for instructor preparation. This is a good approach and the main purpose for the development of the Guide. However, in practice, initiating these programs with the current instructor preparation requirements and current regulations for driver training schools throughout the United States requires care. Many sections of the manual have little applicability to the needs of commercial instructor preparation programs as they are currently operated.

The preface of the Guide should note that for the preparation of driver training supervisors and driver training school owners or managers, all areas of the Guide are appropriate and should be included in programs preparing people for these supervisory level positions. However, when considering the current status of private driver training schools throughout the United States and the preparation of instructors for private driver training schools, it should be emphasized that in this industry, as in any other industry, occupation, or profession there exists different levels of required preparation and involvement on the part of persons employed in the field. When organizing curriculum and teacher's manuals for programs for the preparation of driver training instructors, much of the information recommended by the Guide for instructor preparation may be impractical and irrelevant to the job level.

In private driver training schools, ninty five percent of the people are employed as in-vehicle instructors in entry-level positions. It should be noted that these entry-level positions for in-vehicle instruction need only entry-level preparation. Additional preparation for in-service upgrading and supervisory positions can be and probably should be given at a later time. Although supervisory knowledge is desireable on the part of all persons in any area of endeavor, it is not essential for entry-level preparation and sometimes is undesirable. In the "real world" situations, supervisory or management level knowledge and job responsibilities are not required for entry-level personnel.

The Guide is useful for curriculum development for all levels of professional driver training school personnel. But when the Guide recommends that all of these areas should be emphasized when preparing entry-level, in-vehicle instructors, the Guide is questionable. In the attempt to cover the whole of commercial driving instruction, it does not adequately emphasize the specifics of entry-level preparation.

The Guide, although detailed and definitive in organization and content, is not organized into job levels and needed skills for those levels. This is not a minor detail for general education to address and to ignore it is to ignore reality. This weakness of the Guide continues to block expeditious implementation of additional programs and improvement of current programs.

The early sections of the Guide deal with general knowledge of the professional driver training field. The driving tasks deal with levels of proficiency for the student driver rather than how to give instructions in these various maneuvers. The Guide does not address the problem of how to teach people to instruct drivers. Since the project is that of preparation of driver training instructors and not an evaluation of the student driver's proficiency, the Guide still leaves much to be desired as a working manual for instructor preparation programs. The teacher conducting the instructor preparation courses must work out methods for teaching the various techniques and skills instructors need to learn. Standardized teaching methods for teachers still have not been developed in the Guide. Only standardized segments of the various areas of the student driver skills and proficiency are included. Although the two go "hand in hand", they are not the same. Methods and procedures still must be developed for quality instructional programs for driver instructors.

To assist in analyzing the Guide for professional driver training instructors, levels of job responsibility, along the lines of that currently practiced with private driver training schools, have been created. The curriculum guidelines have been evaluated according to these levels. They are:

I. In-Vehicle Instructors
II. Classroom and In-Vehicle Instructors
III. Supervision or Training Directors
IV. Management Personnel or School Owners

The analysis of the Guide at Ohlone College rated the appropriateness or inappropriateness of the Guide in the following manner.

(A) - Appropriate in present form

(A-) - Appropriate in present form with need for additions.

(C) - Appropriate with changes.

(I) - Inappropriate.

The following is an analysis of the Guide section by section using ratings described above with comments on why each rating was given.

Section A - OBJECTIVES OF DRIVING INSTRUCTION Rating A - for all levels.

This one page on objectives of driving instruction for commercial driving training schools very briefly touches on effective driving, state and federal requirements for driving schools, and instructor preparation. Although it speaks briefly of skillful and effective driving and alludes to annual costs in property damages and injury, lost income, pain and suffering, no statistics or information is given on what is skillful and effective driving and no statistics or costs are outlined. Further comments on skillful and effective driving, such as the importance of the proper use of vision, would greatly improve this section and be a better aid for curriculum development. Some of the annual costs and statistics of accidents could be useful here for persons developing lesson plans and curriculum outlines. Since specific statistics change monthly they only mention these factors. The section mentions some of the general recommended requirements under the Highway Safety Program Standards, but fails to give any specifics as to state requirements, current licensing procedures, or any type of comparison on instructor and driving school requirements in the various states. This section is appropriate but the information is not adequate for lesson plan development.

Section B - THE DRIVING INSTRUCTOR Rating A for all levels.

This section is very comprehensive for all levels of job categories for private driving training schools.

Section C - CURRICULUM DEVELOPMENT - OBJECTIVES OF DRIVER INSTRUCTION Rating A for all levels.

The concepts covered in this section under objectives of driving instruction are very good and much information can be gained from this

area for both curriculum development and instructor preparation. However, the way the material is organized makes it appear as though it is not appropriate for entry-level instructor preparation. This material is necessary for entry-level instructor preparation but needs to be transferred into lay terms by the teacher rather than discussing the concepts in academic terms such as analysis of criticality, termination of instructional objectives, and behavorial objectives.

Part II CURRICULUM DEVELOPMENT - COLLECTION AND ORGANIZATION OF INSTRUCTIONAL CONTENTS Rating A for levels III, IV.

This section of the Guide is geared more towards the supervisor, driving school manager or person responsible for curriculum development for instructor preparation programs. Although some of the information is utilized in instructor preparation in levels one and two, it is normally not part of the entry-level courses.

CURRICULUM DEVELOPMENT - COLLECTION OF INSTRUCTIONAL METHODS AND MEDIA Rating A for levels II, III, IV.

In an ideal situation of teacher instructor preparation for commercial driving schools, it would be good if all of these entry-level persons could be proficient in classroom instruction. However, this is not the case and does not hold true in basic licensing procedures in California and throughout the rest of of the states. Classroom teaching portions or driver education portions of driver instruction currently given by private driving training schools are normally given by the experienced instructors, level II, supervisors, level III. or driving school managers, level IV. Normally entry-level or in-vehicle instructors need more time and experience in instruction before they feel confident in the classroom or are ready to learn classroom teaching techniques. However short-sighted this may be in the instructor preparation for private driver training schools, it still is the case throughout the United States. At the present time, although private business encourages employees to learn different job levels so that they can be promoted, take on more responsibility and be more effective employees or instructors, they are unwilling to spend the time and resources necessary to give persons competencies they cannot use immediately. Current entry-level or basic courses for in-vehicle instructors are not concerned with preparing individuals for lectures in classrooms, group discussions, role playing, program instruction, classroom projects and problem solving. Basic classes for instructor's licenses are concerned with the one-to-one relationship of student and instructor in the vehicle.

SIMULATED INSTRUCTION Rating I for all levels.

Since available information reveals there is only one private driver training school in the United States utilizing a simulator for instructional programs, this section appears to be totally inappropriate for basic training of commercial instructors, other than for general knowledge. The Link Systems were franchising private driver training schools around the United States but the majority of Link Centers have been discontinued. Programs that would spend time on instructor preparation for private driving schools in this area would not receive endorsement or support from private schools. Although this section of the Guide speaks favorably of simulator

instruction, private driving training schools have not endorsed the use of simulators for several reasons. The two research projects conducted on the value of simulators show them to be somewhat worthless. Simulators increase the cost of instruction rather than decrease the cost of instruction and according to the California Driver Training Evaluation Study, "students trained in simulator programs were inferior on all training variables."

In a cursory discussion of simulator instruction for instructor preparation for professional schools, some mention should be made of why they are not used and the research projects conducted on the value of simulators: one being the above mentioned California Driver Training Evaluation Study and the other a study conducted by Paul Halula for the "Guide for Teacher Preparation in Driver Education: Driving School Edition" for the U. S. military. Both concluded that the cost-effectiveness comparisons make simulation instruction appropriate for all driver instruction programs, including military and public high school programs.

DRIVING RANGES Rating I for all levels.

The Guide in the opening of this section states, "driving ranges are little used by professional driving schools in the United States at the present time. Geographical dispersion of students and the cost of land appeared to be the primary reasons. However, the professional instructors should be familiar with driving ranges." The statement is correct and, even though some form of driver instruction can be given on driving ranges, they are not economically feasible for private schools and their proper utilization is minimal. Short discussions on driving ranges and simulation as part of instruction is appropriate since many districts utilize both of these training procedures.

ON-STREET INSTRUCTION Rating A for all levels.

This section is excellent and discusses valuable information and problems encountered in on-the-street instruction. Most driving schools would probably disagree with the statement "like the classroom, simulator and range, the street environment should be used as an instructional environment having its own special advantages and limitations." Although the statement is accepted, on-street instruction is considered the only real world experience a driver receives. This is the only place where safe driving and vehicle control can be conducted effectively.

LESSON PLAN DEVELOPMENT Rating A for levels II, III, IV.

Excellent for areas indicated but not normally covered in basic courses for instructor's license. This section is an absolute necessity for the Associate in Arts Degree.

Section D - CURRICULUM ADMINISTRATION Rating A for levels III, IV.

Although there is always overlapping in job responsibilities, this is not pertinent to entry-level personnel I and II. Some sections of it can be quite helpful and informative to supervisory and management personnel levels III and IV, but most of the information is only applicable to administrators of public high school programs. Private schools do not get involved in some of the simulation formulas, procurement of range devices, and other references contained in this section.

PLANNING AND DESIGNING A DRIVING RANGE FACILITY Rating I for all levels.

Again, as with simulation instruction, planning and designing a driving range facility can be informative to persons involved in driver instruction but is not a necessary part of curriculum for preparing personnel for private driver training schools.

PART II - DRIVING SCHOOL INSTRUCTION Rating I for all levels.

The guide introduction to this section explains the reason for this rating. It states "this guide will not attempt to deal with the subject of preparing instructors to conduct effective instruction. That is the province of general education. This section will deal only with the means by which competent teachers may utilize the methods and devices that have been prepared for driver education."

USE OF THE MULTIPLE CAR DRIVING RANGE Rating I for all levels.

PROGRAM ADMINISTRATION Rating A for all levels.

RECORD KEEPING Rating A for all levels.

SPECIAL PROGRAM Rating A- for all levels.

INSTRUCTING HANDICAPPED STUDENTS Rating A- for all levels.

PART III - DRIVING TASKS Rating A- for all levels (Inadequate as a Guide for Driver Instructor Preparation Programs).

The analysis of Part III, Driving Tasks, demonstrates again that although the Guide is the most definitive and detailed manual currently available for driver instruction, the tasks are written for student performance and not from the point of view of instructor preparation on "how to teach" the student specific tasks. Three sections of the Driving Tasks - Preoperative Procedures, Braking and Surveillance - give some examples of the shortcomings of utilizing the Guide's Driving Tasks for instructor preparation programs. The same weaknesses for instructor preparation are in all of the tasks and are too lengthy to cover in this report.

Preoperative Procedures

Although the manual tells instructors to cover all guages, instruments and accessories, it does not tell them how to include this section in the actual driving task. The student should be instructed to locate and put into operation the dash controls by use of a "braille" technique. The instructor should have the student practice locating the controls with his eyes shut before the car is put into motion and without glancing down after the car is put into motion. The instructor should be informed of an optimum time limit for this section. In the first hour, no more than seven to fifteen minutes should be spent explaining the location and operation of the dash controls and other car accessories. The actual practice for the student to locate and operate these controls can and should be integrated in future lessons. If more time than this is given early in instruction, most of the time is wasted. Students at this point are not ready for extensive technical details.

Improper Seating

This section mentions improper seating and how a new driver often sits in relationship to the steering wheel. This section would be a much greater aide to the instructor if it explained proper seating and mentioned some of the following points: adjust the seat before putting on the seat belt, the left foot should be able to reach the high beam control switch, the right heel should be on the floor at the bottom of the accelerator, the right knee should be slightly bent with about a two inch gap between the underknee and the edge of the car seat, the elbows should be slightly bent and pointed slightly away from the body, the hands should comfortably reach the ten and two position on the steering wheel with a slight bend in the elbow, and the student's eyes should be at least two inches above the top of the steering wheel. If types of this information were added, the instructor would have no doubt in his mind about the exact sitting position for a student driver.

Stopping

The section on braking mentions that the student will probably brake too early, or brake too late, or come to a jerky stop; it fails to give any instructional guides for the instructor on how to correct these early driving habits. In early stages of instruction, the majority of students cannot relate distances in feet or yards so instructors have to aid the student in judging distance according to fixed objects on the roadway. The manual should also give some detail that the instructor can relate to the student concerning the position of the foot when braking. An early mention of placing the ball of the foot in the middle of the brake can eliminate learning through experience what to do when your toe is not strong enough to stop the car or when your foot gets stuck between the brake and the accelerator.

Surveillance

The very essence of safe driving is vision and proper training in the use of the eyes. If instructors are not taught how to teach students how to use the eyes in driving they will never be able to produce safe drivers. Although, by far, the most important area of driver's instruction, the Guide does not give any information on the eyes, their limitations, and how to teach proper use of the eyes. What is given is totally inadequate for instructor preparation courses.

SUMMARY

To achieve uniformity for entry-level instructor preparation or in-service upgrading, what was needed prior to the development of the Guide and what is still needed are teacher manuals, student workbooks, and course outlines. Examples are materials developed in other areas of traffic safety under NHTSA contracts, e.g., EMT I, EMT II, Police Traffic Services, Driver Licensing, Motor Vehicle Registration, Motor Vehicle Supervision, Crash Injury Management, and Traffic Engineering Technician.

Those Guides were developed according to job level and the contractors studied the job responsibilities currently prevalent in the fields and developed manuals accordingly. Persons who wished to obtain employment as ambulance drivers (EMT I) were not required or advised to have preparation as paramedics (EMT II). Separate and distinct manuals were developed and separate and distinct courses were recommended for preparation in each separate and distinct job level of responsibility. In Driver Licensing and Motor Vehicle Registration, the same approach was used. Persons wishing to become Motor Vehicle Registration Clerks or Driver License Examiners were not trained as motor vehicle administrators or supervisors nor did the manuals recommend they should receive such training.

However, in the Guide for Teacher Preparation in Driver Education, for both the secondary schools and the commercial driving schools, the Guide recommends supervisors level and management level training for all persons entering the field, including entry-level instructors. The misinterpretations of the purpose and proper use of the Guide are rationally arrived at or assumed by persons involved in the project. If you send the Commercial School Edition to a community college that wishes to initiate courses for driver training instructors and tell them these are the NHTSA's curriculum guidelines for adequate preparation of these potential instructors, the curriculum designers will reasonably assume that all driving instructors teaching in-vehicle must know how to manage a large driving school, and how to select, screen, train and supervise other instructors prior to being licensed and employed as in-vehicle instructors.

According to Paul Halula, the Ohlone College project director, only in the preparation of driver education and training teachers for public high school programs in conformance with public educational credentialling systems is this "shotgun" approach used. This approach has been questioned by people in driver education and traffic safety for years, particularly people from private driver training schools. It is felt that more practical, "pertinent to the job function" training should be given to achieve quality and improve private and public driver instruction programs. Professional schools will not accept or use this "shotgun" approach and will not support programs that take this approach. Their premise has been validated by the results of the California Driver Training Evaluation Study conducted by Dr. Margaret Jones of the Institute for Traffic and Transportation Engineering at the University of Southern California under the auspices of the California Department of Motor Vehicles. This study states that training given by commercial instructors was "superior on all training variables" when compared to the in-vehicle instruction given by credentialled public high school teachers. Prior to the California Driver Training Evaluation Study, the Department of Motor Vehicles in the state of Washington, under the direction of Doug Toms, former Director of NHTSA and then Director of Motor Vehicles for Washington, conducted a similar study which verified that students trained by commercial schools had a lower accident rate than students who received training in the public high school programs. If the quality of driver instruction is to be improved these basic facts must be taken into consideration and instructor preparation programs planned accordingly.

ADDITIONAL NOTES

The Guide is lacking in emphasis on psychology of learning, practice teaching, and approach to teaching.

While possibly not in the scope of this Guide, instruction of commercial drivers of autos, trucks and buses is needed for good instructor preparation for private schools.

Although it may be desirable to have all entry-level instructors complete this full curriculum prior to employment as a licensed instructors, this cannot be achieved under the current standards and regulations governing driver instruction for private schools. Private schools do need and wish improved entry-level standards and upgraded professional knowledge and competence in the field. This desired goal can rapidly be attained through greater availability of instructional programs throughout the United States.

Courses should be offered according to job categories similar to the categories outlined in this report. If this approach is not taken, many courses or programs will falter. This approach is in accord with servicing the needs of communities and continuing education policies.

In many states, driver instructor programs will not be high volume, heavy demand courses, but it is an area of education in which community colleges can and should institute courses. If community colleges initiate complete traffic safety manpower training programs with driver instructor training courses as a part of the umbrella, the traffic safety programs will be very successful in the majority of states.

C. ESSEX COLLEGE REPORT

1. Similarities with Ohlone College project.

Both projects were started late due to various technical difficulties and neither program had enough promotional time at the initation of the project. This also did not allow for adequate preparation of the curriculum and advance promotion of the program with the private driver training schools.

Both projects were dealing with the same population, personnel for private driver training schools. However, the differences in the two states are quite extensive. Instructor preparation courses in New Jersey are not as conducive to professional training of instructors as those required in California. California has some of the better regulations for driver training schools. Programs for instructor preparation are strongly supported by the majority of the driving schools in California and the schools are not threatened by this type of program because licensed instructors still need to teach 1,000 hours prior to receiving a license to operate a driver training school.

Neither state has sufficient incentives for instructors and school personnel to go into in-depth preparation to become licensed driver training instructors. Both states require minimal, forty hour and sixty hour, preparation prior to licensing. In New Jersey, forty hour preparation prior to licensing allows persons to either go into instruction or open their own driving school.

The curricula of the two colleges, especially the special technical courses of the two colleges, are basically the same. One major exception is the use of in-vehicle instruction which will be discussed in the next section of this report.

2. Differences with Ohlone Project.

The project at Ohlone College appeared to enjoy more endorsement and support from private driver training schools. The Ohlone project was able to offer in-vehicle instruction in preparation of their instructors on this project which is a major factor in training instructors for private driver training schools. At Essex County College they were unable to offer in-vehicle instruction. According to Essex County College personnel, this factor tended to lose support too of the private industry. Since over ninety percent of the instruction programs for private driver training schools is in-vehicle instruction, programs for preparation of instructors for private driver training schools that do not provide similar experiences will seldom, if ever, obtain enthusiastic support from the private industry. The majority of private driving schools spend approximately fifty percent of their instructor training time in and around vehicles developing

the various aspects of the instructor's driving and instruction techniques specifically for the vehicle. Because this cannot be done without extensive vehicle work, California requires a combination of forty-hour classroom programs and twenty hour in-vehicle instruction prior to licensing in California.

Although the traveling distance for students appears to be greater at the Ohlone College program, Ohlone is situated in a rural area that is more accessible and attractive for evening students. This factor may have been a major limiting factor of evening enrollment at Essex College.

D. DEVELOPMENT OF INSTRUCTIONAL AIDS

Neither project spent extensive time developing instructional aids nor was extensive time called for in these areas. The driver education and training field has developed extensive slides, films, magnetic traffic boards, felt boards, posters, and other instructional aids for classroom and in-vehicle settings. Materials used at the Ohlone College project were standard driver education and training aids already on the market and available from various suppliers in the field. A good many transparencies of student instruction records, advertising, yellow-page ads, and inter-office forms were developed at Ohlone. Three hundred slides on various driving manuevers were copied from a local driving school with their permission for use in the program. Films were utilized on loan basis from the National Safety Council library, AAA library, and from local driving school film libraries. The National Safety Council's Defensive Driving Instructional Kit was purchased by the college, with film, for use in both the basic and the advanced defensive driving courses. No additional hardware or software was purchased for use in the project. Standard textbooks and teachers manuals were utilized for the project and they were found to be adequate. Textbooks and other supplemental reading materials recommended and utilized by the students in the program are listed as part of the course outlines in this report. Office forms, charts, statistical analysis charts and other driver training management forms and information available from the NAPDEA were utilized in the Driving School Management course.

Several in-vehicle teaching aides: student instruction records and intersection and freeway diagrams distributed by the NAPDEA were utilized in the courses and were recommended for use by students in the class. Also the New Drivers Guide, published by the NAPDEA for in-vehicle instruction, was recommended as part of the Fundamental of Driver Instruction course.

E. INTERFACE WITH CALIFORNIA SAFETY AND EDUCATION AGENCIES

1. CALIFORNIA DEPARTMENT OF MOTOR VEHICLES

The California Department of Motor Vehicles supports the instructor training project at Ohlone College. George Treco, Manager of Special Services, and his staff, who license and supervise private driver training schools, were invited to participate as part of the advisory committee. Close communications and exchange of information with the DMV were maintained throughout the project. Since the California Department of Motor Vehicles had established the regulation to require a forty hour classroom and twenty hour in-vehicle program for all persons prior to becoming licensed to teach driving in California, the Department supports a public institution making this program available to private schools throughout the Bay Area. Prior to this project, a few of the larger schools conducted training programs for their instructors. Some of the programs were open for other schools, but many school owners were concerned about sending their prospective employees to other schools for qualifying training.

2. OFFICE OF TRAFFIC SAFETY

The Governor's Office of Traffic Safety was contacted and notified of the initiation of this program and any support or endorsement for the program was requested. The Office of Traffic Safety, although supportive of the program, was unable to offer any further aid at that time. At the present time, the California Office of Traffic Safety appears to be more enforcement than education oriented.

3. CALIFORNIA COMMUNITY COLLEGES: STATE OFFICE

The Chancellor's office of the California Community Colleges was notified of the program. Their major concern appeared to be whether or not this was an appropriate program to initiate at the community college level since the certification courses for teachers in traffic and driver education were currently being conducted at the four-year state universities. It was clarified that this program was for persons who wished to become state-licensed instructors with private driving training schools and the program was not going to be in competition with the public school credentialing program in the four-year universities. This eliminated their reservations.

4. CALIFORNIA DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION

The Vocational and Technical Education Division of the California Department of Education was notified and approval obtained prior to the initiation of the program.

F. INTERFACE WITH TRADE AND PROFESSIONAL ASSOCIATIONS

Throughout the duration of the project, close contact was kept with driving schools in California, particularly in the Northern area. Notices of classes were sent to all schools in Northern California approximately two to three weeks prior to each quarter. Schools sent in prospective instructors for the basic Fundamentals of Driver Instruction course, which is required for a license to teach driving in California. But few schools encouraged their personnel to enroll in the advanced courses of instruction. The majority of students in the advanced course of instruction were persons who took the basic course to obtain an instructor's license and decided to continue for a Certificate of Achievement. The program did draw students from driving schools from a fifty mile radius into some of the advanced courses, but their attendance was sporadic due to evening schedules and normal work requirements at private driver training schools.

A major problem personnel with private driver training schools encounter when attempting to take additional courses is their constantly changing schedules and long hours with private schools. The number and type of students a private school has varies considerably from month to month. One week a school will be heavily scheduled for day and weekend lessons and the following week there will be a heavy schedule of evening courses. This fluctuation of schedules for instructors and school owners makes it difficult for the majority of personnel to commit themselves to long-term training programs and fixed schedules.

The North-American Professional Driver Education Association was kept informed of progress on the project. NAPDEA members strongly supported the program and are anxious to see projects such as this conducted in other states.

The Driving School Association of America was organized and initiated during the first year of the project at Ohlone College. Member schools received promotional mailers and information on the project as well as other schools.

G. IMPACT OF PROGRAM ON PRIMARY GROUPS

1. INDUSTRY

Although the industry supported programs for instructor preparation, they were reluctant to strongly endorse any program, and thereby become locked into an institution for instructor preparation, before they could see whether the program was going to hinder or aid their current operation. When a ready source of qualified instructors who met the qualifications for state licenses in California became available, they began to support the program more readily and used the college as a source of training for potential instructors and other personnel.

2. STUDENTS

During the two year period 367 students enrolled in DTI courses. They ranged in age from eighteen to sixty. The average mean age was twenty-eight. Seventy-five percent were men and twenty-five percent women. The educational achievement of the students ranged from high school graduate to three years of college completed.

Fifty-five enrolled in the Commercial Driving Training Instructor Program. None of the students completed the AA degree during the two year pilot project because most of the students were working and taking courses part-time. Twenty-five students have completed a Certificate of Achievement in Driver Training Instructor. There are currently 135 traffic safety majors at the college in DTI and other Traffic Safety areas that have started at the college as a result of this project.

3. OHLONE COLLEGE

Besides being one of the initiating colleges for the instructor training program, Ohlone College has established a traffic safety department and plans to offer several different Certificates of Achievement and Associate Degrees in the traffic safety area. At the present time Ohlone College is offering Certificate of Achievement and Associate of Arts degree for Driving Training Instructors, Certificate of Achievement in Pupil Transportation, and a Certificate of Achievement and Associate of Arts degree in Driver License Examiner and Driver Improvement Analyst. Programs for several other areas of traffic safety manpower are planned in the Traffic Safety Department. Traffic Safety Department courses listed in the Fall, 1975 catalog are in Appendix VII.

4. COMMUNITY

Although the Ohlone College Board of Trustees was reluctant at the start to initiate a program in an unproven area, the community and the Board of Trustees have become supportive of the program. The initial reluctance was offset in part because it was possible to initiate additional vocational education programs without large expenditures of funds. The Board of Trustees also found that a definite need in the community was served by the new program.

5. STATE AGENCIES

The state agency affected directly by the program at Ohlone College is the California Department of Motor Vehicles. The Department of Motor Vehicles is supportive of all the programs being offered. They were hopeful that a public institution would offer the required instructor training course so that it would be available to the public at no charge. The DMV is desirous of having the DTI and DLE courses offered at community colleges statewide. DMV administrators encouraged and aided in the development of the Driver Improvement Analyst program.

6. OTHER COMMUNITY COLLEGES

There have been several inquiries from other community colleges in California and throughout the United States on traffic and transportation programs. Requests for course outlines and other data on course offerings have been fulfilled whenever possible. The final report of this project and appendices will become available through National Technical Information Service. This will satisfy most requests for information.

H. CONCLUSIONS

The project at Ohlone College supports the contention that there is a need for instructor training programs and that private driver training schools support the establishment of programs such as this throughout the United States. But it is also clear that the length and comprehensiveness of the programs must vary with the immediate job goals of the students. That is, a two-year program is unrealistic for someone interested only in obtaining a job as a commercial driving school instructor.

The project also shows that an instructor training program of traffic safety alone is an insufficient basis for community colleges who wish to initiate courses in traffic safety. Community colleges must seriously consider a broader set of courses and programs, such as traffic safety and highway safety manpower training curricula. When instructor training courses are offered as a part of the total traffic safety manpower training program, they are a viable part of traffic safety offerings. Colleges must rely on adequate student flow to cover their costs of operation and the demand for specific instructor training courses is not strong enough for a department to stand on its own. There is considerable overlapping in training needs for persons who wish to be instructors and those wishing to become driver license examiners, fleet safety supervisors, accident investigators, and other areas of traffic safety manpower. By using the umbrella approach of offering traffic safety manpower training courses below the baccalaureate degree, many community colleges will be able to maintain an adequate supply of students to support Commercial Driving School Instructor Programs.

There is a need for entry-level traffic safety manpower training programs in community colleges. These are not in conflict with four-year college or university programs. University programs specialize in graduate studies. There is a <u>definite</u> need for community colleges to enter into traffic safety manpower training as a source of sub-baccalaureate degree education and training for traffic safety manpower. These programs may lead to four-year college or university programs in traffic safety. But this would not be the primary purpose of community college courses and programs. The primary purpose is preparation of people for job opportunities in the Commercial Driving School Instructor field.

APPENDIX I
MEMBERS OF THE OHLONE COLLEGE
DRIVER TRAINING INSTRUCTOR ADVISORY COMMITTEE

John Brennan
Owner
Alameda County Driving School

Thomas M. Cheney
President
A-Cheney Bros. Driving School Inc.
(former President of the NAPDEA)

Fred Cosme
Supervisor
Driving School Program for
Northern California

Charles H. Foreman
Owner
Foreman Auto Driving School

John Goerlitz, Jr.
Director
E-Z Driving School and
Treasurer, NAPDEA
(former President of the Driving
School Association of California)

George R. Hensel
President
A-California Driving School and
President
Driving School Assn. of America

Dave Henshaw
Director
Key Driver Training

Andrew Korim
Specialist in Occupational Education
American Association of Community
and Junior Colleges

George Treco
Manager
Driving School Program
Dept. of Motor Vehicles, Sacramento

James F. Vivian
Director
National Truck School and
President
Driving School Association of California

APPENDIX II
LIST OF INSTRUCTORS

GRAF, SAMUEL: director of the handicapped instruction program for Key Driver Training Schools; specialist in training of the handicapped driver; baccalaureate degree.

HALULA, PAUL: project director; teaches the majority of the courses in the project; involved in instructor training and administration of driver training schools for eight years; national representative for private driver training schools in California for four years; masters degree.

HENSHAW, DAVID: director of Key Driver Training School, one of the largest driving schools in the Bay Area; involved in private driver training school field as an instructor, manager, and school owner for approximately fifteen years; three years college.

LAUE, JOHN: currently employed as a public high school driver education and training teacher; formerly worked as an instructor and instructor-trainer for private schools in the Bay Area; earned credential in driver education and training; taught for private driver training schools for approximately six years while obtaining public school credential; is now employed full time with a full high school program.

WADE, HARRY: driver and instructor for Greyhound Bus Lines for 18 years; training director for several schools in the Bay Area; considered one of the top instructor-trainers in driver training in the Bay Area; two years law school.

WILSON. WILLIAM: currently employed full-time as a public high school driver training as simulator instructor; began teaching driver training with private driving schools approximately 15 years ago; earned credential in traffic safety education; employed in a public high school program for nine years; baccalaureate degree.

APPENDIX III
DRIVER TRAINING INSTRUCTOR COURSES OFFERED AND STUDENTS ENROLLED IN 1973-75

QUARTER	COURSES OFFERED	UNITS	STUDENTS
Fall 73	DTI 5A Fund. of Driver Instruction	3	26
	DTI 5B Fund. of Driver Instruction	3	26
	DTI 12 Advanced Defensive Driving	3	16
	Students enrolled 41		
Winter 74	DTI 1 Intro to Traffic Safety	3	24
	DTI f Fund. of Driver Instruction	4	24
	DTI 10A Tech. of Instr--Classroom	3	44
	DTI 15 Atypical Driver	3	28
	Coop. Ed.	4	24
	Students enrolled 58		
Spring 74	DTI 5 Fund. of Driver Instruction	4	41
	DTI 12 Advanced Defensive Driving	3	27
	DTI 17 Driver Instruction Supervision	3	17
	DTI 20 Driving School Management	3	16
	Students enrolled 65		
Summer 74	DTI 5 Fund. of Driver Instruction	4	22
Fall 74	DTI 5 Fund. of Driver Instruction	4	24
	DTI 1 Intro to Traffic Safety	3	16
	DTI 12 Advanced Concepts	3	29
	DTI 10B Tech. of Instruction-In-Vehicle	3	20
	DTI 101 Special Projects	1	8
	Students enrolled 82		
Winter 74	DTI 5 Fund. of Driver Instruction	4	27
	DTI 10A Tech. of Instr--Classroom	3	10
	DTI 12 Advanced Concepts	3	23
	CE9451 Cooperative Ed.	4	6
	DTI 103 Special Projects	3	2
	Students enrolled 53		
Spring 75	DTI 5 Fund. of Driver Instruction	4	18
	DTI 17 Driver Instr. Supervision	3	14
	DTI 20 Driving School Management	3	13
	Coop. Ed.	4	8
	Special Projects	3	5

APPENDIX IV

COURSE OUTLINES*

TS 1 INTRODUCTION TO TRAFFIC SAFETY

I. Scope of Traffic Safety Activities (Part I and II, Section C)*
   A. Statewide
      1. Highway safety problems
      2. Highway safety programs
   B. Nationwide
      1. Highway safety problems
      2. Highway safety programs
   C. State Compacts
      1. Functions
      2. Effectiveness

II. Delineations of Traffic and Transportation
   A. United States Department of Transportation
      1. Origin
      2. Function
      3. Funding
      4. Divisions
      5. Means of standardizing states

III. Traffic Safety Education
   A. Public Sector
   B. Private Sector
   C. Quasi Public Safety Agencies
   D. National Association activities

IV Enforcement (Part I)*
   A. City
      1. Police Traffic Services
      2. Traffic Courts
   B. County
   C. State
      1. Vehicle Registration
      2. Vehicle Inspection
   D. Federal

V. Driver Licensing (Part I)*
   A. Goals or Objectives
   B. Practical application
   C. State Compacts
   D. Federal involvement

VI. Administration (Part I)*
   A. City
   B. County
   C. Statewide
      1. Highway Safety Work Program
      2. Governor's Highway Safety Representatives
   D. Federal
      1. Highway Safety Act 1966
      2. National Highway Traffic Safety Administration

*Referenced to NHTSA Guide for Teacher Preparation in Driver Education: Commercial School Edition

TS 10 FUNDAMENTALS OF DRIVER TRAINING

I. Need for training in accordance with state requirements for instructor's license
   A. Standardization of driving instruction offered by professional driving schools
   B. Developing the instructor's teaching ability
   C. To achieve and maintain a prescribed level of instruction for student drivers
   D. Review and discuss Division 5, Chapter 1, Section 1110 through 1112 of the California Vehicle Code
   E. Review and discuss Title 13, Sections 100.40 through 400.30 of the C.A.C.

II. Qualifications of a professional driving instructor (Part II, Section B)*
   A. Traits necessary to be a professional instructor
      1. Knowledge of traffic laws
      2. Knowledge of safe driving practices
      3. Ability to communicate
      4. Ability to analyze problems
      5. Professional attitude
      6. Patience and understanding
      7. Desire to set a good example
   B. Individual Characteristics
      1. Personal Hygiene
      2. Attire
      3. Posture
      4. Voice
      5. Language
   C. Characteristics as a representative of the industry
      1. Promote safety
         a. By actions and examples
         b. By communication
      2. Deportment
         a. In school office
         b. In vehicle
      3. Relationship with D.M.V. personnel
      4. Terminology
      5. Recordkeeping
         a. Accuracy
         b. Legibility
         c. Neatness
         d. Importance
      6. Promptness in meeting appointments
      7. Maintenance of training vehicle
         a. Appearance
         b. Mechanical Condition

III. First aid relating to vehicle accidents
   A. Emergency treatment for
      1. Bleeding
      2. Impaired breathing
      3. Shock
      4. Fainting and dizzy spells
      5. Burns
      6. Seizures
      7. Fractures
   B. Responsibility and liability

IV. Teaching techniques for Driver Education (Part II, Section C)*
- A. Teaching plan
  1. What should be taught?
  2. What should be the sequence?
  3. Developing the lesson plan
  4. The learning process
  5. Developing habits
  6. Student motivation
  7. Instructor-student communication (terminology, feedback)
- B. Teaching techniques
  1. Explanation
  2. Diagrams and visual aids
  3. Demonstrations
  4. Questions
     a. To get attention
     b. To get feedback
     c. To reinforce previous information given
  5. Running commentary
  6. Silent solo drive
  7. Building student confidence
- C. Student evaluation
  1. Laying out the route
  2. Forms for scoring
  3. Methods for scoring
  4. Time allotted for evaluation
- D. Handling student problems
  1. Detecting alcohol and drugs
  2. Emotion and temperment - how they affect learning ability
  3. Duration and frequency of instruction (classroom and in the car)
  4. Physical disabilities
  5. Advanced age and its infirmities
  6. Language differences

V. The driving privilege, licensing and controls (Part I)*
- A. Classified licenses
  1. Descriptions (Class 1,2,3, 4 and instruction permits)
  2. Qualifications
     a. Age (proof of age required under 22 years)
     b. Requirements for minors (Driver Education and Driver Training)
     c. Physical
        1. Referrals to specialists
  3. Tests required and their purpose
     a. Vision
     b. Hearing
     c. Laws and traffic signs
        1. Written
        2. Oral
        3. Spanish
     d. Driving Skills
        1. Skill test
        2. Traffic

B. Restrictions
   1. Corrective lenses
   2. Hand controls, etc.
   3. Hours of daylight
   4. Area
   5. Limited term

C. Violation point count
   1. Effect on driving privilege
   2. Effect on license term
   3. Effect on insurance

D. Department of Motor Vehicles actions
   1. Driver Improvement
      a. Hearings
         1. Formal
         2. Informal

      GEM (Group Education Meeting)
   2. Cancellation
   3. Suspension
   4. Revocation
   5. Probation
      a. Negligent operator
      b. Medical

E. Financial Responsibility
   1. Insurance
   2. Proof requirements
      a. Minors (custody)
      b. Assigned risk
   3. Security following accident
   4. Accident reports - D.M.V. records

VI. Rules of the road and civil liability relating to owning and operating motor vehicles
   A. Rules of the road
      1. Obedience to and effect of traffic laws
      2. Traffic signs, signals, and markings
      3. Driving, overtaking, and passing
      4. Right of way
      5. Pedistrians rights and duties
      6. Turning, stopping and signalling
      7. Speed laws
      8. Special stops required
      9. Stopping, standing and parking
      10. Public offenses
   B. Civil liability

VII. Motor vehicle equipment and maintenance (Part III, Section D)*
   A. Equipment requirements
   B. Condition and maintenance
      1. Tires
      2. Braking systems
         a. Service
         b. Parking
      3. Lights
      4. Steering

5. Engine
    a. Ignition system
    b. Fuel system
    c. Cooling system
6. Clutch
7. Transmission
8. Drive shaft
9. Differential

VIII. Physical and Mental Capabilities of Drivers (Part III, Section D)*
A. Physical capabilities
    1. Test methods and equipment. Changes due to fatigue drugs (medication), age, illness, speed, lighting, etc., and how to compensate
    2. Vision
        a. Acuity
        b. Peripheral vision
        c. Depth perception
        d. Color vision
        e. Night vision
            1. Recovery from glare
    3. Hearing
        a. Conditions affecting hearing
            1. Open windows
            2. Drugs (medications)
            3. Radios
    4. Motor reflexes
        a. Response to stimuli
            1. Eye to brain to muscle to action
            2. Stopping distance
B. Mental capabilities
    1. Alertness (Get the big picture)
        a. Effect of drugs
        b. Effect of fatigue
        c. Effect of illness
        d. Effect of age
    2. Reading the total traffic environment
    3. Attitudes - defensive driving
        a. The "Golden Rule" of driving
            1. Courtesy
            2. Helpfulness
    4. Knowledge
        a. Of the machine
        b. Of the natural laws
        c. Of traffic laws
        d. Of physical limitations and changes

IX. Physical laws affecting the operation of vehicles
A. Natural laws and driving
B. The forces of gravity
C. Inertia and energy
    1. Potential energy
    2. Kinetic energy
D. The force of friction
E. Centrifugal and centripetal forces
F. Force of impact

X. Student orientation to motor vehicle features and controls (Part III, Section A)*
   A. Instrument Panel
      1. Fuel indicator
      2. Oil pressure indicator
      3. Temperature indicator
      4. Generator
      5. Speedometer
      6. Odometer
      7. High beam indicator
      8. Kilometer
   B. Controls
      1. Foot brake pedal
      2. Clutch pedal (manual shift only)
      3. Parking brake
      4. Accelerator pedal
      5. Gear shift lever
      6. Steering wheel
      7. Ignition switch
      8. Starter
   C. Safety features
      1. Adjustable seates
      2. Mirrors
      3. Seat belts
      4. Door locks
      5. Horn
      6. Emergency flasher lights
      7. Low beam-high beam dimmer switch
      8. Windshield washer and wipers
      9. Ventilators
      10. Defroster
      11. Instrument panel light
      12. Dome light
      13. Sun visors
      14. Air bags
      15. Bumpers

XI. Teaching Driving Skills (Part III, Section B)*
   A. Eye discipline
   B. Caution prior to moving the vehicle
      1. Mirrors and lock doors
      2. Traffic, pedistrians, etc.
   C. Starting and stopping
   D. Steering
      1. Power
      2. Manual
   E. Traffic signs and signals
   F. Signals
      1. Arms
      2. Mechanical

G. Right turns
H. Left turns
I. Backing
J. Turnabout and U-Turns
K. Lane position
L. Lane changes
M. Choice of proper lane
    1. Passing
    2. Acceeding to speed
    3. Restricted
    4. Turning
N. Driving in traffic
    1. Right of way
    2. Following distances
    3. Emergency vehicles
O. Hill driving
    1. Parking on hills
    2. Starting on hills
    3. Stopping on hills
P. Parking
    1. Parallel parking
        a. Unobstructed curb
        b. Between cars
    2. Diagonal parking
    3. Ninety degree parking
Q. Freeway driving
    1. Entering - acceleration
    2. Choice of lane
    3. Following distances
    4. Coping with emergencies
        a. Accidents
        b. Mechanical failure
        c. Tire failure
        d. Flares
    5. Route planning
    6. Existing - deacceleration
R. Adverse conditions
    1. Rain
    2. Fog
    3. Ice and snow
    4. Sunglare
    5. High winds
    6. Condition of pavement
    7. Foreign materials on roadway
S. Night driving
    1. Reduced visibility
    2. High beams
    3. One light on a vehicle

XII Teaching defensive driving (Part III, Section B)*
    Analyzing the traffic situation
B. Space cushion driving
C. Development of seeing habits
D. Visual clues
E. Utilizing visual clues to anticipate driver behavior

TS 11A TECHNIQUES OF INSTRUCTION - CLASSROOM

Course Outline

I. Standardized diagrams and symbols in Driver Education (Part II, Section C & D)*
   - A. Chalk board
   - B. Charts
   - C. Negatives for overhead projectors
   - D. Slides
   - E. Other available equipment

II. Audio-visual equipment and proper use of each (Part II, Section C&D)*
   - A. Film projectors
   - B. Slide projectors
   - C. Overhead projectors
   - D. Cut aways
   - E. Magnetic traffic boards
   - F. Models

III. Classroom instruction materials available for Driver Education
   - A. Charts and schematics
   - B. Movie films
   - C. Film strips
   - D. Tapes
   - E. Supplements: special sequential learning programs on specific areas of the Driving Task

IV. Maintaining Student interest
   - A. Large and small classes
   - B. Varied interest of student from different areas of traffic safety.
   - C. Student projects
   - D. Class projects
   - E. Field trips

V. Safety specialists speakers who are available and how to arrange for speakers
   - A. Department of Motor Vehicles
   - B. Police Department or Highway Patrol
   - C. Safety Council
   - D. Fleet Safety Supervisor
   - E. Greyhound
   - F. Airline personnel

VI. Parent Participation (Part II, Section D)*
   - A. Make parents knowledgeable of correct driving procedures
   - B. Encourage parents to change old driving habits

TS 11B TECHINQUES OF INSTRUCTION - IN VEHICLE

Course Outline

I. Peculiarities of the Various Makes of Automobiles During Instruction
   A. Automobiles (domestic)
   B. Import Automobiles
   C. Automatic transmissions and power equipment
   D. Standard shifts and positive steering
   E. Recommended equipment for instruction vehicles

II. Dual Control Equipment and Other Instruction Accessories (Part II, Section C)*
   A. Hydraulic and mechanical dual control brakes
   B. Accelerators
   C. Dual control steering
   D. Mirrors and other accessories
   E. Front seats and other safety equipment

III. Equipment for the Physically Handicapped (Part II, Section D)*
   A. Brake and accelerator controls
   B. Seat construction
   C. Special mirrors needed
   D. Special equipment available for the physically handicapped

IV. Instructing in a Moving Vehicle (Part II, Section C)*
   A. Off-street teaching and hazards
   B. Light traffic
   C. Heavy downtown traffic
   D. Expressway driving
   E. Freeway driving
   F. Country roads
   G. Visual clues to anticipate student behavior

V. Giving Instruction While the Vehicle is in Motion
   A. Need for precise instructions that do not distract the driver
   B. Anticipation of misunderstood instruction
   C. Correcting Maneuvers
   D. Proven concepts in instruction and directions
   E. Student repetition of instructions before initiating maneuver

VI. Instructing in Defensive Driving
   A. Analyzing the traffic situation while instructing
   B. Space Cushion driving
   C. Development of proper seeing habits
   D. Visual clues
   E. Utilizing visual clues to anticipate driver behavior

TS 12 DRIVER EDUCATION - ADVANCED CONCEPTS

Course Outline

I. Teaching Defensive Driving (Part III, Section A,B,C,D)*
   A. Analyzing the traffic situation
   B. Space cushion driving
   C. Development of seeing habits
   D. Visual clues
   E. Utilizing visual clues to anticipate driver behavior

II. Driving Task Analysis
   A. Review of the criticality of the various maneuvers in the driving task
   B. Task analysis methods
   C. The development of instructional objectives
   D. Integrating the criticality of maneuvers into the teaching of the new and inexperienced driver

III. Teaching the Licensed Driver
   A. Problems encountered that are different than teaching the inexperienced driver
   B. Overcoming bad habits in driving
   C. Integrating the criticality of maneuvers

IV. Review of current research and demonstration projects in the field.
   A. Relevancy of research and demonstration project
   B. Objectives sought
   C. Preliminary results

V. Instructor Training and Quality Control of Instruction (Part II, Section B&D)*
   A. Screening and selection
   B. Course content
   C. Inservice training
   D. Methods of quality control

TS 14 THE ATYPICAL DRIVER

Course Outline

I. Physically Handicapped (Part II, Section D)*
   - A. Degree of handicap
   - B. Physical requirements to operate a motor vehicle
   - C. Awareness of limitation
   - D. Appropriate equipment needed on vehicle
   - E. Mental attitude

II. Specialized Equipment for Vehicle
   - A. Types of equipment available
     1. Positive and negative features of each
   - B. Additional safety equipment required and proper use of each
   - C. Knowledge and experience of the student's problems in the use of this equipment
   - D. Moving the vehicle with attached controls
   - E. Special needs for frequent inspection, use and maintenance of controls

III. Mentally Handicapped
   - A. Functioning I.Q.
   - B. Span of concentration
   - C. Acceptance of responsibility
   - D. Awareness of limitations
   - E. Learning limitations

IV. Teaching the Senior Citizen
   - A. The senior citizen as a beginning driver
   - B. The senior citizen as a licensed driver
   - C. The recent widow
   - D. Aging handicaps
   - E. Evaluation of senior citizen as a continuing driver

V. The Slow Learner
   - A. Evaluating the reasons and needs of the slow learner
   - B. Teaching approach
   - C. Pacing and repetition of instruction
   - D. Evaluation
   - E. Testing for license

TS 15 DRIVER INSTRUCTION SUPERVISION

Course Outline

I. Personal Selection
   - A. Testing
   - B. Screening
   - C. Occupational requirements

II. Training Needs
   - A. State requirements
   - B. School requirements
   - C. School's instructional program
   - D. School's operating procedures
   - E. Developing employee responsibility to student

III. Evaluation
   - A. Instructor
   - B. Instruction
   - C. Evaluating Tools
   - D. In-vehicle observation
   - E. Instructional records

IV. In-Service Training Programs (Part II, Section B)*
   - A. Weekly seminar: Value and Objectives
   - B. Courses available from public and private institutions
   - C. Instructor motivation
     1. On-the-job
     2. Upgrading skills

V. Maintaining Job Satisfaction
   - A. Employee Benefits
   - B. Maintaining employee morale
   - C. Simplifying non-instructional job involvement
   - D. Developing employee responsibility on the job
     1. School image
     2. Referrals
     3. Records
     4. Vehicles

TS 16 DRIVING SCHOOL MANAGEMENT

Course Outline

I. State Requirements for a School License
   - A. Physical facilities
   - B. Personal records check
   - C. Insurance
   - D. Bonding
   - E. Required Background
   - F. Evaluation

II. Vehicle Leasing or Purchasing
   - A. Automobile
   - B. Commercial vehicles - trucks or buses or special equipment
   - C. Insurance
   - D. Maintenance and care of equipment
   - E. Employee care and maintenance of equipment

III. Advertising and promotion for a Small School
   - A. Classified newspaper, and other written media
   - B. Radio and television
   - C. Brochures and other promotional pieces
   - D. Student and business referrals
   - E. Private schools
   - F. Public and private agencies

IV. Personnel Procurement
   - A. Instructor
     1. Procurement and selection
     2. Training
     3. In-service follow-up
   - B. Office and telephone personnel
     1. Procurement and selection
     2. Training
     3. In-service follow-up

V. Customer Relations
   - A. Initial contact by telephone
   - B. Instructor contact in vehicle
   - C. School follow-up
   - D. Supervision of instruction
   - E. Completion and licensing of student

VI. Community/Public Relations (Part II, Section D)*
   - A. Community involvement
   - B. Free services of school
   - C. Community's use of facilities
   - D. Community service announcements on radio, television, and newspapers
   - E. Promoting community projects

APPENDIX V
OHLONE COLLEGE
DRIVER TRAINING INSTRUCTOR
ASSOCIATE OF ARTS DEGREE

FRESHMAN YEAR

Fall Quarter	Units
*Guide	1
#Communications	4
@TS 1-Intro to Traffic Safety	3
@TS 10-Fund of Driver Training	4
**Gen Req or Elective	3
PE	½
	15½

Winter Quarter	
@TS 11A-Tech of Inst/Classroom	3
@TS 15-Driver Inst Supervision	3
AJ 11A-Traffic Supervision	2
BA 30-Intro to Business	3
+Major Field Elective	3
PE	½
	14½

Spring Quarter	
@TS 11B-Tech of Inst/Vehicle	3
+Major Field Elective	6
**Gen Req or Elective	6
PE	½
	15½

SOPHOMORE YEAR

Fall Quarter	Units
@TS 12-Driver ed/Adv. Concpt	3
Spch 1-Fund of Speech	3
##Math 25-Basic Mathematics	3
+Major Field Elective	3
**Gen Req or Elective	3
	15

Winter Quarter	
@TS 14-The Atypical Driver	3
PS 10-Basic Government	3
**Gen Req or Elective	9
	15

Spring Quarter	
@TS 16-Driving School Mgmt.	3
Hist. 10-Basic History-U.S.	3
**Gen Req or Elective	4
@CE 94-Coop Ed/Vocational	4
	16

*Based on counselor recommendation.
**General requirements for AAlisted on reverse side.
+Major Field Electives: AJ 11B; BA 25, 55, Bus 33; 39; H1th 2; IA 2; Psy 10; Sup 1; CE 91, 92, 93, 94.
#Entry level determined by placement test. Must complete at least one course from among: Engl 21C, 1A, 25; Bus 34.
##Requirement determined by placement test.
@Completion entitles student to receive CERTIFICATE OF ACHIEVEMENT (9 course - 29 units)

APPENDIX VI
OHLONE COLLEGE
CURRICULUM GUIDE - WORKSHEET
DRIVER TRAINING INSTRUCTOR

This curriculum is designed to prepare students for entry-level positions in motor vehicle driver instruction and driver training school management. Graduates will qualify for employment as classroom or in-vehicle instructors and as supervisors in private driver training schools. In addition to the private schools, graduates may find employment with certain California public school districts as paraprofessional level teachers of in-vehicle instruction. The program leads to a Certificate of Achievement and an AA Degree and at the same time satisfies State of California requirements for the driver training instructor license. Graduates will be eligible to open and operate a driver training school once a California Department of Motor Vehicles requirement of 1000 hours as an instructor has been satisfied. It should be noted that employment depends on available openings and in some cases the successful completion of an entrance examination.

Major field (Required for Certificate of Achievement)	
TS 1-Intro to Traffic Safety	3
TS 10-Fund of Driver Training	4
TS 11A-Tech of Instruction-Classroom	3
TS 11B-Tech of Instruction-Vehicle	3
TS 12-Driver Ed-Adv Concepts	3
TS 14-The Atypical Driver	3
TS 15-Driver Instruction Supervsn	3
TS 16-Driving School Management	3
CE 94-Cooperative Education/ Vocational	4
	(29)

Supporting Courses (to complete major for AA Degree)	
AJ 11A-Traffic Supervision	2
BA 30-Intro to Business	3
Spch 1-Fundamentals of Speech	3
Major Field Electives	12
	(20)

General Requirements (for AA Degree)

I NATURAL SCIENCES (at least one course)
I SOCIAL SCIENCES (at least HIST 10 & PS 10)
[illegible]MANITIES (at least one course)
[illegible]RNING SKILLS
(a) Communications (Engl 21C, 1A, 25; Bus 34)
(b) Math 25 (unless minimum proficiency score obtained on placement test)

Total units required in I-IV (22)

Electives (to complete a total of 90 Units)

Units (17½-19)

[illegible]ments also include: Area V - One VOC-TECH Course (satisfied by TS1
Physical Education - 3 courses (one course should be taken in each of the first three quarters in which you are enrolled for more than 8 units unless you are 21 or older or medically excused)

51

Note: "C" average (2.0) required:

(1) In all courses in major field for Certificate of Achievement
(2) In all courses for the Associate in Arts Degree

(a) In all courses in major
(b) In all supporting courses in major

APPENDIX VII
OHLONE COLLEGE
TRAFFIC SAFETY DEPARTMENT COURSES

LISTED IN THE FALL 1975 CATALOG

	Units
Traffic Safety - Driver Training Instructor (10 -19)	
TS 1 Introduction to Traffic Safety	3
TS 10 Fund. of Driver Instruction	4
TS 11A Techniques of Instruction - Classroom	3
TS 11B Techniques of Instruction - In-Vehicle	3
TS 14 The Atypical Driver	3
TS 15 Driver Instruction Supervision	3
TS 16 Driving School Management	3
TS 12 Driver Education - Advanced Concepts	3
Traffic Safety - Pupil Transportation (20 - 29)	
TS 20 Fund. of School Bus Driving	5
TS 21 Pupil Management & Transporting the Exceptional Child	3
TS 22 School Maintenance and Components	3
TS 24 Certificate Renewal	3
Traffic Safety - Driver License Examiner (30 - 39)	
TS 30 Driver Examination	5
TS 31 Field Office Operation (Driver License Supervision)	3
TS 32 Motor Vehicle Registration	3
TS 33A Driver Improvement Analyst I	3
TS 33B Driver Improvement Analyst II	3
General Driver Courses (70 - 79)	
TS 71 Defensive Driving Concepts	2
TS 72 Beginning Rider's Motorcycle Safety	2
TS 40 Fleet Safety Supervision	3

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